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ABSTRACT

This report describes the "anticipatory democracy" movement, which advocates citizen participation and awareness of future problems, and suggests instructional strategies for the field of communication to increase both students' and community members' future-consciousness and involvement in society. Specific topics of concern are the formation of and participation in state-wide goals programs, public hearings, training of city and school ombudspeople, surveys and polling, the development of community resource centers, media usage, legislative research, and monitoring of local, state, and federal agencies. Appendixes include a communications-committee report concerning alternatives for growth in Washington state, a list of participatory activities for citizens compiled by Alvin Toffler's Anticipatory Democracy Network, suggestions for a class in community leadership and tips for writing to legislators (both developed by the Citizens Information Service of Illinois), and sources of information about legislation and political representation. (KS)

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ANTICIPATORY DEMOCRACY AND CITIZEN INVOLVEMENT: STRATEGIES FOR COMMUNICATION EDUCATION FOR THE FUTURE

Joyce Flory

LACK OF FUTURE CONSCIOUSNESS AND CITIZEN PARTICIPATION

Toffler believes that democratic political systems face two problems today: (1) Lack of future consciousness and (2) Lack of citizen participation. Unequipped to anticipate the assets and liabilities of the future, citizens stumble from crises to crises. This lack of "anticipatory" skill is as common in a hospital or union as it is in an educational institution. The consequences of this "future blindness" appear in many critical problems of the past ten years, particularly inflation and the energy and ecological crises. Moreover, the society is plagued by citizen alienation and powerlessness. Convinced that leaders care little for their ideas, citizens both in our country and the rest of the world feel increasingly barred from the decision-making process.[1]

The Senate Subcommittee on Intergovernmental Relations reinforced Toffler's view in their report, Confidence and Concern: Citizens View American Government:

> "(1) Certainly the most striking verdict rendered . . . by the American people and disputed by their leaders is a negative one . . . For the first time since June, 1968, the circumscribed minority of citizens who thought something was 'deeply wrong' with their country has become a national majority, embracing men and women from coast to coast and including most of the middle-range of working Americans. And for the first time in the 10 years of opinion sampling by the Harris Survey, the growing trend of public opinion toward disenchantment with government swept more than half of all Americans with it . . .
> (2) This 'crisis of confidence' spans the range of

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> society's institutions, leaving only doctors and trash collectors in command of majority respect . . . (3) A plurality (45% of the people said that the 'quality of life' in America had deteriorated over the last decade, while 35% thought it had improved, and 15% saw no change."[2]

How must the educator respond to this national "crisis in confidence?" What strategies can the educator implement to prepare the student for citizen involvement and participation? Harold G. Shane speaks directly to this problem. He reports that the National Educational Association on "America's Educational Future: 1976-2001" suggested that students of the future possess the following skills:[3]

(1) knowledge of the realities of the present.

(2) an awareness of alternative solutions.

(3) An understanding of consequences that might accompany these options.

(4) development of insight as to wise choices.

(5) ability to implement the examined ideas, policies, and programs.

The problem for educators is a dual one: (1) How can we instill both in ourselves and in our students a "future consciousness?" (2) How can we give our students the practical skills necessary for participation and involvement in the society of the future?

The techniques and strategies of "anticipatory democracy" suggest a solution to both of these critical questions. The term "anticipatory" suggests the need for instruction in the techniques in forecasting prediction, and polling of public opinion; while the term "democracy" suggests the need for

instruction in how to both exploit the existing channels of popular participation and create new channels while enhancing the amount and quality of feedback.

This report will attempt to (1) describe the "anticipatory democracy" movement as it has grown throughout this country, and (2) suggest instructional strategies which might be implemented in the classroom both to increase future consciousness and enhance students' future participation and involvement in the society.

THE ANTICIPATORY DEMOCRACY MOVEMENT

State-wide goals programs grew out of the need of citizens to find more effective means of verbalizing social, economic, and environmental goals and implementing these goals into both long-range plans and effective legislation.[4] With the involvement of citizens, various educational groups, state conferences, executive committees, and state commissions have pursued three broad goals: (1) the solicitation of new information for use in future decision-making, (2) the creation of alternative futures, and (3) the communication of recommendations to both legislators and policy-makers. Such groups have probably experienced the greatest success in the education of citizens about state problems, the projection of alternatives in specific areas, and the development of goals for legislative action.

One of the more successful anticipatory democracy movements has been Alternatives for Washington.[5] A 150 person task force initially generated new information about alternatives for the

state. 1500 persons participated in regional conferences reviewing the findings of the task force. 2400 people participated in a Delphi poll on "Events, Trends, and Developments, Internal and External to the State". With the information collected, the task force identified 11 alternative futures for the state.

(1) Agricultural Washington (23% favored)

(2) Balanced Washington (agricultural and internal trade development (20% approved)

(3) Other alternatives included Rural Renaissance (3.7%), Urban Washington (1.1%), the Pacific Portal (6%), Scientific and Technical Washington (8%), Post-Industrial Washington (2.2%), People Priorities (10%), The Whole Person (4.9%) and Washington "Imperative (5.1%).[6]

Through an effective media campaign and a unique call-in program, over 60,000 people participated in the program, with 100,000 to 200,000 persons watching programs on public television. The AFW statements most directly related to the concerns of persons in communications are in the Communications Committee Report. This report (see Appendix A) details: (1) a communications growth policy, and (2) the effects of achieving full employment and moderate economic growth on communications.

Although Governor Evans experienced considerable difficulty in turning citizen support into legislation, the HAWAII 2000 project circumvented many problems by initially acquiring state support for its goals program. The initator of the program,

George Chaplin, used the program as a testing ground for citizen involvement in forecasting and goal-setting. Especially relevant to those of us in communication was Hawaii's desire to develop a televote system to allow for the direct expression of opinions on public issues and the development of curricular programs explaining alternative futures for integration in the elementary and secondary curriculum.[7]

Yet another successful approach using communication resources was implemented by Iowa 2000[8] group, a state-wide public education and goal-setting program. The local and regional task forces utilized both an hour-long television show at prime time and a door-to-door newspaper questionnaire to solicit the views of Iowans on their future. Over 50,000 Iowans participated in the program and although the program lacked effective strategies to communicate citizen input to policy-makers, a state-wide conference led to the appointment of a 17-person state committee to investigate strategies for increased citizen involvement in the project.

The Commission on Minnesota's Future avoided many problems encountered by the Iowa 2000 by viewing one of its major missions as the education of legislators. Through a three-day briefing session, "Minnesota Horizons," and through the broadcast of the program on public television throughout the state, legislators learned of the major issues cited by the commission for future legislative consideration.[9] A variety of other programs exist throughout the country.[10] The mixed success of such programs suggests the need for support and involvement of

the governor, legislators, and state bureaucracies. It further suggests the need for participation by citizens representing a wide spectrum of the population.

STRATEGIES OF CITIZEN INVOLVEMENT

The anticipatory democracy movement in states and cities remains only one aspect of the total citizen involvement movement. (See appendix B). Social planner, Leon Kumore has defined the nature to the citizen participation movements.

(1) Citizen participation is an organized activity designed as part of a public program.

(2) The program is designed for the participation by people and groups of people who are likely to benefit or be otherwise affected by a decision to be made by public authority.

(3) It is clear that the participants have a direct and well-defined role in controlling or influencing decision-making processes. In some cases the entire decision-making might be left entirely in the hands of the participants. In other groups, it may be in the hands of several groups of people, including politicians, civil servants, experts, as well as citizen participants.

(4) It is interaction between the citizen participants, the civil servants and experts.

(5) It is a method of achieving intelligent ". . . . discussion of issues, resolution of differences and/or disagreement based on rationality and principle with

respect for differing opinions and without fear or suspicion."[11]

On his book Citizens Participate: An Action Guide for Public Issues, Desmond Connor stresses the nature and quality of constructive citizen involvement. He lists the following characteristics:

(1) Active listening to attitudes, goals, and suggestions of citizens.

(2) Availability of opportunities to make positive contributions.

(3) Deeper understanding of the human and physical environment.

(4) Positive identification of opposing opinions and use of cooperative strategies.

(5) Strengthening of relationships between officials and citizens; development of and attitude of mutual trust.

While Connor disparages some past citizen participation programs for their use of public relations, secrecy, and confrontative techniques, he nevertheless believes that citizen participation programs benefit from citizens' expertise and knowledge of the area and work to decrease feelings of alienation, futility, and powerlessness.[12]

Certainly people trained in communications already possess many of the skills necessary for the planning phase of an effective citizen action program: recruitment, collection of data, development of alternative solutions and decision-making. Communications specialists could also implement a parallel

participative program by utilizing their skills in information collection, education, determination of preferences, and decision-making.

The proposed goals outlined by the Goals for Dallas project suggests the potential contribution of speech communication scholars:

(1) Development of a plan to maximize involvement and encourage participation of diverse groups and individuals in planning and decision-making.

(2) Persuasion of the media and other institutions that present issues to the public to report these issues clearly and without bias, and, where possible, in a second language.

(3) Encouragement and aid to organizations in teaching citizens problem-solving techniques for effective participation in planning and decision-making.

(4) The development of a system (perhaps similar to the one suggested by AFW, (See Appendix A) to disseminate information about community issues and programs so that citizens could be involved in planning and decision-making.

(5) Aiding social and business institutions to affect their own lives through involvement in institutional decision-making.

(6) Creation of a program to develop understanding about institutional roles, responsibilities, and processes.

(7) The creation of an "action center" within the library

system to allow citizens access to the information necessary to make decisions.

(8) The development of neighborhood discussion groups for exchange of views and dissemination of issues.

(9) Systematic review of progress and the achievement of goals.

(10) Design and redesign of strategies to maximum citizen involvement for the fulfillment of each goal.

(11) Participation by higher education in the development program of a post-graduate academic study for the creation of scientific yet practical strategies for citizen goal setting and participation.[15]

Certainly, the speech communication profession could participate on any of these levels. In the following sections, the paper examines some of the strategies which have experienced success elsewhere in the country.

PARTICIPATION IN GOALS PROGRAMS

Certainly the goals programs already discussed could benefit from the participation of those in communication. Scholars could aid in the recruitment of teams to develop desirable goals, in the submission of these goals to an expanded audience, and in the communication of citizen input to legislators and policy-makers. Communication educators could also work to extend the concept of the Community Action Program and teach citizens how to organize, maintain, and run a board or committee structure on the local level.

PUBLIC HEARINGS

In the past, the public hearing has attracted criticism for its focus on trivial formalities, its inefficiency, and the defensive attitudes of public officials. Persons in communication education could aid both citizens and officials in learning more efficient leadership techniques. Citizen's Information Service of Illinois regularly conducts both leadership training classes and practical politics courses with great success. (See Appendix C)[14]

TRAINING OF CITY AND SCHOOL OMBUDSMEN

In the future, ombudsmen will increasingly function as citizens' representatives on a school and city-wide level. Cities like Wichita have experienced considerable success in their use of school ombudsmen. Moreover, the Better Business Bureau has for half a century provided a mechanism by which citizens register their grievances against a particular business.[15] Increasingly, consumer action organizations will contue to develop more sophisticated grievance procedures.[16]

Communication educators could provide a valuable service by training their students in grievance procedures and devising new and more sophisticated means for citizens to register their complaints and achieve satisfaction.[17] Certainly, persons in communication education could implement and extend upon the tool of "citizen evaluators" used by Nader's public interest research groups.

SURVEYS AND POLLING

Surely, persons in the profession might educate students

in the design, distribution, and processing of surveys. The success of public opinion surveys was demonstrated in the previous section on "anticipatory democracy." Lind reports, for example, that a simple survey in High Point, North Carolina, resulted in the dismissal of a department head. Certainly the educator could instruct students in techniques of conducting standard telephone and written surveys to elicit citizen concerns. Moreover, the experimentalist might utilize the balloting procedures that use optical scanners or the punch-card balloting system initially developed by IBM.

THE DEVELOPMENT OF COMMUNITY RESOURCE CENTERS AND INFORMATION AND REFERRAL SERVICES

Communication educators could aid in the development of resource centers in neighborhood or district centers. Possibly staffed with student personnel these centers could both disseminate and solicit information. A single center might gradually evolve into a coordinated network of centers.

In addition to resource centers, many cities now provide information and referral services through 24 hour hot lines or through facilities constructed libraries or centrally-located public buildings. The case for such centers has been illustrated many times. Kahy reports a typical example in his book, Neighborhood Information Center: A Study and Some Proposals.[18]

> A rather complex and painful situation prompted my calling a social agency which includes the offering of homemaking services among its several functions.
>
> The mother of the family had been hospitalized and operated upon for cancer. Her husband, a concentration camp survivor, is a dependent, immature and

frenetic person. Completely incapacitated emotionally by his wife's hospitalization, he was unable to care for the family's three children or to meet his obligation on the job. He simply gave up. Neighbors were taking care of the children temporarily.

I telephoned the agency to determine whether this family would be eligible for homemaking service and whether such service was actually available. My intent was to assemble some information which would simplify the father's planning of next steps. I asked to speak with the worker in the agency's homemaking division with the following results:

The first response was that they could not give any information except to the person involved. Attempts to explain this person's distress and difficulties, and therefore my intercession, produced a repetition of the same response. When I suggested that perhaps they could give me information so that I might interpret it to the person involved, I was told that I was not the person in need. Ultimately, with great anger and in a loud voice, I asked the worker to listen to what I was requesting and why and to stop announcing the requirements for the total service of the agency. The final response was that this man did not reside in the appropriate geographic area for their service. No information was obtained.

MEDIA USAGE

Those in the communication profession can assist in the development of effective media feedback programs. With the use of TV, radio, cable, casette, citizens can be educated in production and video taping skills which allow them to dramatize and communicate through cable the problems and successes in the life of the community.[19]

Communication schools certainly could implement already available technology to create more effective means of problem-solving, decision-making, and information-sharing. Existing technology includes a voting apparatus which displays instantly conference responses to a question, two way cable TV,

and computer conferencing.[20]

MONITORING

Increasingly, citizens will require skills necessary to monitor federal, state, and local agencies. A typical effort in the area of monitoring is the PEER project, the Project in Equal Education Rights. A project of the NOW Legal Defense and Education Fund, the PEER began to assess the efforts of HEW to carry out Title IX regulations. Since HEW works out of ten regional offices throughout the country, PEER organized teams of local volunteers to monitor Title IX enforcement. Dealing with both open and closed cases, PEER assessed the efficiency of the Office of Civil Rights in communicating to complainants, to other regional offices, and to fellow workers. The public recognition received by PEER will assuredly lead to monitoring projects of other government agencies.[21]

A related monitoring project in Illinois is the on-going Illinois Court Watching Project whose mission it has been to observe proceedings and record data on misdemeanor and felony prosecutions. Since 1974 this project attempted to identify problems in the court from the viewpoint of the citizen. Monitors described how judges, baliffs, and clerks treated persons who appeared before the court, noted the adequacy of procedures and facilities, and catalogued reasons for delay and incidence of victimless crime. The monitoring of courts is an important aspect of the relatively new discipline of legal argumentation and demands the attention of those in communication.[22]

LEGISLATIVE RESEARCH

Although students remain cynical about the effectiveness of written communication to state and national legislatures, both Citizens Information Service and League of Women Voters have experienced positive results in instructing citizens of all economic and social levels in the skills of research on current legislation and past voting records and written communication to legislators. Three documents in the appendix, although containing some information relevant only to Illinois, suggest how communication educators could train students in the skills of legislative research and communication.[23] (See Appendix D)

SPECIFIC CLASSROOM STRATEGIES[24]

(1) Ask students to develop metaphors of the future. Those cited by Kaufman included a "roller coaster," "a mighty river," "a great ocean," and "a colossal dice game." Ask students to analyze the realism, rightness, typicality, and consequences.

(2) Teach students how to distinguish between a primary, secondary, and tertiary forecast and a prediction. Ask students to prepare a list of several primary and secondary forecasts and one tertiary forecast. Ask students to find examples of forecasts and predictions.

(3) Poll students as to their attitude to the future.

(4) Ask students to prepare and administer a poll to an outside group or use the Delphi technique.

(5) Provide students with a future history or a scenario, and ask students to role-play a "President's Select Commission."

(6) Use a brainstorming approach to determine solutions to problems. Evaluate the solutions in terms of the future consequences.

(7) Ask students to write a historical narrative as if one dramatic event had not occurred.

(8) Ask students to compose "alternative future histories" or scenarios. Divide students into groups with specific assignments developed out of a brainstorming session, i.e., automatic highways and sidewalks.

(9) Ask students to compose three alternative autobiographies from a point 50 years in the future. Each autobiography should reflect a different scenario for the society as a whole.

(10) Working with maps, diagrams, or models, ask students to design their ideal future community.

(11) Train students in the use of a cross impact matrix on global or urban survival.

(12) Conduct discussion groups on examples, causes, and consequences of the absence of foresight in the areas of politics, economics, the media, and education.

The preceding list only provides a sampling of the kinds of teaching strategies which can be used to develop a future consciousness in ourselves and in our students. The need for both awareness and practical skills is reinforced in a 1973

issue of Educational Leadership:

> A society with alternative modes of self-destruction cannot leave its future to chance. A democratic society cannot put its future in the hands of the elected or the powerful, for the future is the responsibility for everyone. The future of humanity must become the central concern of the curriculum.

To create awareness of realities, to help develop alternatives, to build an understanding of consequences, to create an insight into choices, and to guide students in the constructions of strategies to implement their choices--these will be the goals of education for the future. Certainly the speech communication discipline can lend its skills to the development of innovative academic and community programs to help facilitate these goals.

FOOTNOTES

[1]Alvin Toffler, "What is Anticipatory Democracy?" The Futurist, October, 1975, 224-229.

[2]Cited in Alden Lind," The Future of Citizen Involvement," The Futurist, December, 1975, 316.

[3]Harold G. Shane, "America's Educational Futures, 1976-2001: The Views of 50 Distinguished World Citizens and Educators," The Futurist, October, 1976, 252-257. For further information, see Today's Education, September-October, 1976. See also Harold G. Shane, The Educational Significance of the Future. Bloomington, Indiana; Phi Delta Kappa, Inc. 1973.

[4]David Baker, " Anticipatory Democracy," The Futurist, October, 1976, 262-271. For additional information contact Mr. Baker at the Population Institute, 110 Maryland Avenue, N.E., Washington, D. C. 20012. See also the March-April World Future Society Bulletin, available for $2.00 for World Future Society Book Service, 4916 St. Elmo Avenue, Washington, D.C. 20014.

[5]"Alternatives for Washington: Cost/Trade-Off Studies," "Alternatives for Washington: Program History," "Alternatives for Washington Program: Questions and Answers," "Results of Alternatives for Washington Surveys," unpublished manuscripts published by Alternatives for Washington - 1985, 312 First Avenue North, Seattle, Washington, 98109.

[6]See Washington State Magazine, March, 1975. See also The Best Game in Town, a newspaper insert published by Alternatives for Washington for a more specific description of the 11 alternative futures. The interested educator should consult

Futures Conditional, volume three, number two, a publication of the Northwest Regional Foundation, P. O. Box 5296, Spokane, WA 99205.

[7]"Hawaii 2000," "Report to the Governor and Legislature: State of Hawaii, December, 1975," "Chapter 22: Commission on the Year 2000" unpublished manuscripts provided by Commission on the Year 2000, c/o Gerald A. Sumida, Chairperson, P.O. Box 6516, Honolulu, Hawaii 96809.

[8]Information on the Iowa 2000 program is available from Penny K. Davidsen, Iowa 2000 Program, c/o Institute of Public Affairs, The University of Iowa, Iowa City, Iowa 55542.

[9]Complete texts of all Minnesota Horizons presentations may be obtained by writing to: Minnesota Horizons, 101 Capitol Square Building, St. Paul, MN 55101. Audio cassettes of the entire Minnesota Horizons symposium may be obtained by writing to Audio-Visual Library, University of Minnesota, Minneapolis, MN 55455.

[10]Additional publications are available from the following organizations: (1) California Tomorrow, Monadnock Building, 681 Market Street, San Francisco, CA 94105, (2) Vermont Tomorrow, 5 State Street, Montpelier, Vermont 05602, (3) Massachusetts Tomorrow, 61 Chestnut Street, West Newton, MA 02165, (4) Regional Plan Association, 235 East 45th Street, New York, NY 10017, (5) Goals for Dallas, 825 One Main Place, Dallas Texas 75250.

[11]Quoted in Lind, 318. Leon Kumore is president of Leon Kumore Social Planning Limited Limited, Suite 650, 86 Bloor Street West, Toronto 5, Ontario, Canada. Comments originally

appeared in Constructive Citizen Participation, a quarterly newsletter published by Development Press, Box 1016, Oakville, Ontario, at $4.00 for individuals.

[12]See Desmond M. Connor. Citizens Participate: An Action Guide for Public Issues, Oakville, Ontario, Canada: Development Press, 1974.

[13]The newspaper survey, "Who Says Nobody Cares What You Think?" is available from: Goals for Dallas, 825 One Main Place, Dallas, Texas 75250. Other proposed goals are presented in the areas of: continuing education, cultural activities, design of the city, economy, elementary and secondary education, energy, environment, government, health, higher education, housing, public safety, quality of the citizenry recreation and legal time, social services, and transportation.

[14]Other brochures available include "Leader's Guide for Workshops on Effective Organization," "Tips, Planning and Conducting a Candidates Meeting." Brochures are available from Citizens Information Service of Illinois, 67 East Madison Street, Chicago, IL 60603.

[15]Information on the mediation and arbitration process practiced by the BBB is available from Council of Better Business Bureaus, Inc., 1150 17th Street, N.W., Washington, D.C. 20036.

[16]Information about grievance procedures in the large appliance field is available from MACAP, Major Appliance consumer action panel, 20 North Wacker Drive, Chicago, IL 60606.

[17]A number of recently published books attempt to educate

the consumer in grievance procedures: Marvin L. Bittinger, The Consumer Survival Book, Woodbury, New York: Barron's Educational Series, 1976, and John Dorfman, A Consumer's Arsenal, New York : Praeger, 1976.

[18]Alfred J. Kahn, Neighborhood Information Centers: A Study and Some Proposals. New York, Columbia School of Social Work, 1966.

[19]For a more detailed discussion of public access issues see Andrew O. Shapiro, Media Access. Boston: Little, Brown and Company, 1976. For additional information on media-related citizen involvement efforts, consult the following organizations: (1) National Association for Better Broadcasting, 2315 Westwood Boulevard, Los Angeles, CA 90064, (2) Action for Children's Television, 46 Austin Street, Newtonville, MA 02160, (3) Public Media Center, 2751 Hyde Street, San Francisco, CA 94109, (4) National Citizens Committee for Broadcasting, 1346 Connecticut Avenue, Washington, D.C. 20036, (5) Access, 1346 Connecticut Avenue, N.W. Suite 415, Washington, D.C. 20036, (6) Accuracy in Media, 777 14th Street, N.W., Suite 427, Washington, D.C. 20015, (7) Office of Communication, United Church of Christ, 289 Park Avenue, South, New York, NY 10010, (8) National Black Media Coalition, 2027 Massachusetts Ave., N.W., Washington, D.C. 20036, (9) Citizens Communication Center, 1914 Sunderland Place, N.W., Washington, D.C. 20036. For additional information on practical media usage, see LWVUS, Pub #484, Getting Into Print, and LWVUS, Pub #586, Breaking into Broadcasting.

[20]For a further discussion of computer conferencing see the June and August, 1975, issues of The Futurist.

[21]Information on the PEER project is available from PEER, 1029 Vermont Avenue, N.W., Suite 800, Washington, D.C. 20005. Monitoring has been particularly active in the area of open housing. See League of Women Voters Education Fund, What Ever Happened to Open Housing?: A Handbook for Fair Housing Monitors, available from League of Women Voters of the U.S., 1930 M. Street, N.W. Washington, D.C. 20036. For information on the monitoring process within schools, see League of Women Voters Education Fund, Know Your Schools, mailed from LWVUS, Pub. #343, $1.00.

[22]How to Watch A Court: Parts I and II is available from the League of Women Voters of Illinois, 67 East Madison Street, Chicago, IL 60603. For a more explicit discussion of lobbying procedures, particularly as they have been practiced in the Illinois General Assembly, see "When Citizens Lobby: A Manual for Citizen Action in the Illinois General Assembly," available from the League of Women Voters of Illinois, 67 East Madison, Chicago, IL 60603, $1.00. See Glen E. Mills, "Legal Argumentation: Research and Teaching," Western Speech Communication, XL (Spring, 1976), 83-90.

[23]The League of Women Voters of the U.S. (1730 M. Street, N.W., Washington, D.C. 20036) has developed a comprehensive booklet which outlines a legislative campaign, "Making An Issue of It: The Campaign Handbook." For information on citizen involvement strategies on a specific issue, see "Safe

Drinking Water For All: What Can You Do?" and "So You'd Like To Do Something About Water Pollution?" For a discussion of various successful tactics in stimulating political participation, monitoring and electoral process, and communicating through the media, see LWVUS, Pub. #485, 60¢. For a simple discussion of strategies of community analysis, and goals assessment, see "The Politics of Change," available from LWVUS, Pub. #107, 35¢

[24]These and other strategies are discussed in Draper L. Kauffman, Jr., Teaching The Future: A Guide To Future Oriented Education. Palm Springs: ETC, 1976. For additional information on educational futures, see Richard W. Hostrop, ed., Foundations of Futurology in Education. Palm Springs, ETC, 1973; Edward A. Sullivan, The Future: Human Ecology and Education. Palm Springs: ETC, 1974; Richard W. Hostrop, Education . . . . Beyond Tomorrow, Palm Springs: ETC, 1974.

APPENDIX A

COMMUNICATIONS COMMITTEE REPORT: ALTERNATIVES FOR WASHINGTON

PART 1: A COMMUNICATIONS GROWTH POLICY

1. Statement of Purpose

No statement of common purpose was enunciated in Volume 1 for communications so the Communications Committee developed one of their own as follows:

> It is the common purpose of every citizen in the State of Washington to insure that the major intent of any communication, whether it be face-to-face or conducted via a complicated network involving many people, is to be concerned with the ultimate interaction that occurs among people. We cannot be concerned solely with the details of an interconnecting network.
>
> All citizens shall take a comprehensive look at all those points of contact in the state where people interact, and a subsequent plan shall be developed which will integrate all the necessary components of a communications system. Optimal use shall be made of all resources in the state which are critical to an effective and comprehensive communication system.

Also used as points of reference in program development were the Economic Growth and Development Statement of Purpose from Volume 1, page 29, of the publication "Alternatives for Washington," and the Summary of Recommendations, page 1, from the same volume.

2. Current Trends and Policy Needs

The field of communications is greatly influenced not only by changes in technology, but also by the changes in our institutions. It is institutional change which has expanded the role of communications in the management of energy and natural resources, land use, traffic control, financial transactions, and law enforcement. These functions have become

increasingly integrated, and they all benefit from the increased flow of information through modern communications systems.

Complimenting and reinforcing institutional changes are technological innovations which dramatically increase our ability to gather, present, and process information. The use of telemetry in health care services is one example. New technology is expanding and changing the nature of the dialogue between the public and its government. Modern communications systems now help legislators and administrators analyze the problems of the elderly, improve housing and expedite public services such as licensing procedures.

All setments of society are demanding more in the field of educational services. To meet these demands, educators are starting to rely more on communications systems. Automated learning centers, closed-circuit television and other sophisticated methods assist educators in primary, secondary and higher educational institutions, not to mention the rapidly growing areas of continuing education and vocational education. A severe limitation in meeting the educational needs of citizens is the steady decline in funding for public education. Very often the budget items which are eliminated are communications related programs.

Entertainment and recreational facilities have traditionally held a leadership role in the application and development of new communications technologies. This continues to be the case as citizens seek new ways to spend their leisure time.

The demand for telecommunications services and equipment relative to industrial growth (production capacity) has placed an upward pressure on capitalization costs. There is also an increase in the regulation of communications by all levels of government.

There are new and diverse demands on our communications systems. Recognizing these demands the following programs are proposed.

3. New Programs Needed

a. Program A

Coordinate existing State agency, information and communications facilities related to education, so that they can be funded with an integrated budget.

Action Items

(1) Develop learning resource centers in neighborhoods and small communities.

(2) Commit state resources to meet the demand for new educational services by all sectors and groups in the state.

(3) Investigate the more effective use of all telecommunications systems for education.

b. Program B

Promote the use of electronic data processing systems to gather information and broaden its distribution, for the ultimate purpose of improving service in the following areas: Economic activity; health care services; traffic control; licensing procedures; all

governmental services where possible; and, all other services which can benefit from computer application.

c. Program C

Devise a broadcast of picture, voice and printed information delivery system for public and commercial broadcast where population dispersal is desired.

Action Items

(1) Study the feasibility of such a program and make recommendations to the legislature, utilizing the study made by the state ETV Commission.

(2) Priority applications of the system would include education, health, entertainment and cultural pursuits, and other electronic participation activities.

d. Program D

Authorize a group to study the feasibility of creating a statewide plan for integrating a communications system, defining the function of communication as causing efficient information flow among all residents and organizations within the state. Major emphasis of this study group would be upon all those entities and systems which perform the function of moving information such as public and private schools, telecommunications networks, libraries, learning resource centers, and other relevant public and private agencies.

Action Items

(1) Develop a comprehensive communication plan to deal

with the recommendation contained in each of the AFW field reports.

(2) Inventory components of the state which have responsibility for the movement of information.

(3) Identify the forms of information that must be moved.

(4) Implement a program to demonstrate how telecommunications can be used as an alternative to travel as an example of how this technology can be used to save time, money, and energy.

(5) Identify the obstacles to information flow that would be alleviated by a comprehensive communication system.

(6) Develop a master plan which identified requirements, time elements, costs, and phases of implementation.

(7) Make recommendations.

4. Effects of Implementing the New Programs

The committee identified the positive and negative consequences of implementing the new programs and their costs/benefits. A discussion of the trade-offs between programs closes this section.

a. Program A

Program A should help bring into focus the idea of sharing communications resources in the educational process. In this way, it should help the state fulfill its educational responsibilities. The concept of state

responsibility in education is broadening and now includes the needs of those who have already passed through the traditional institutions. There is increased emphasis on advanced professional training, and technical and vocational training, due to the rapidly changing structure of the job market. It is likely that communications systems will play a key role in education. Integrating an educational state communications system and educational funding program could result in the central control of education which would not be responsive to local needs. Actions can be taken to prevent this.

It was felt that implementing program A would result in the reduction of the total cost of education and thus be a net gain for the state. Those to benefit directly besides taxpayers are students and teachers. Student's benefit from the improved delivery of education, and teachers would have improved methods and tools to perform their jobs.

b. Program B

Program B will help to process the rapidly increasing volumes of information. Program B will help to process the rapidly increasing volumes of information at a reduced cost over the long term. It will promote better management with the

aid of high quality information accumulated in data banks. Computer applications will help in energy conservation, and promote the safety and health of all citizens in the state. Computerization will facilitate greater interaction within the government, as well as between citizens and all levels of government.

Expanded computer applications would help counter the trend of central control of functions which now exist through the monopoly of information.

Increased dispersal of information will aid in the decentralization of the population. Very often information concentrates in the urban areas. If rural areas had convenient access to this information it would enhance their ability to attract and employ people.

In general, program B will result in conducting business with great personal convenience, and it will increase the visibility of the government.

There are several negative factors. One is the high cost of capitalization. It is also possible that the public may react negatively to what they view as further depersonalization of state government and greater control over individual lives. It is essential that safeguards be developed to prevent misuse of the system.

The automated systems may also displace workers and create the need for retraining. All areas of the state should benefit equally, with the possibility that rural areas may grow in population and economic opportunities.

c. Program C

Program C would enhance the cultural, social and recreational aspects of life in Washington State. It would also encourage population growth in smaller and medium sized cities by making services available which now are found only in the larger urban areas. Primary benefits would accrue to rural residents, with secondary benefits going to all citizens.

d. Program D

Program D is the most significant program for communications. In essence, it is a plan-to-plan for a communications system. The communications Committee concluded that it could not make recommendations about communications in the state on the basis of piecemeal solutions to individual problems raised by various alternatives. The reasons for this decision are varied. Perhaps the overriding consideration relates to a concept of communication. The committee feels that a major intent of any communication, whether it be face-to-face or conducted via a complicated network involving many people, is to be concerned with the ultimate interaction between people, rather than to be concerned solely with the details of an interconnecting network. This requires a comprehensive look at all those points of contact in the state where people interact and a subsequent plan to integrate all the necessary components of a communications system if

interaction is to be effective and efficient. There was concern among members of the committee that the concept of communication, as implied in Volume I of "Alternatives for Washington," is based on a limited model which reflects primarily a technological-equipment solution to communications problems and does not encompass additional resources in the state which are equally critical to an effective and comprehensive communication program.

It was felt, also, that attempt to cost-out technological requirements would be quite inadequate for two reasons. One, it would be misleading in the sense that any prediction of costs would be based on extremely insufficient information and hence fundamentally useless. The other effect would likely be to perpetuate an obsolescent notion that communications problems problems in the state may be solved primarily through wire, microwave, and other forms of interconnection between points in the state. There are many agencies, institutions, and people within the state responsible for facilitating communications among people. Most often these people and agencies are not a part of an integrated network. This isolation causes a consequent loss of communications opportunities and a duplication of costs may be

avoided by a comprehensive system.

The committee on communications is urging a new look at communication services within the state. It urges acceptance of the premise that all segments of the state which base success upon the flow of information among people are vitally dependent upon a communications system which must be comprehensive and integrative in scope. It is estimated that the activities outlined above could be completed in one year, assuming twelve (12) person-years, including adequate back-up.

Cost for the commission study, on a personal service contract basis, is estimated to require $600,000.

Trade-offs

Since the major recommendations for communications will not be made until completion of the study, trade-offs could not be identified. The committee identified no trade-offs between their new programs.

5. Feasibility of Implementation

Programs A, B, and C actually depend upon the results of Program D for implementation. It is possible that the recommendations of the study proposed in program D could significantly change or eliminate programs A, B, and C. It was felt, however, that the current governmental structure of the state could provide the

funds necessary to undertake a comprehensive communications study.....

THE REMAINDER OF THE STUDY (PART II) DEALS WITH:

<u>The Effects of Achieving Full Employment and Moderate Economic Growth on Communications</u>.

1. The Effects of Stimulating Industries
   a. Impacts
   b. consequences
   c. Actions to mitigate negative consequences
2. The Effects of Improving the Structure and Functioning of Labor Market
   a. Impacts
   b. Consequences
   c. Actions to mitigate negative consequences

APPENDIX B

Members of Alvin Toffler's A/D (Anticipatory Democracy) Network compiled the following list of possible A/D activities. They emphasize that these are some possibilities--not necessarily recommendations. It is up to you to decide whether any of them are appropriate. You may want to adapt them or, better yet, invent your own!

- Visit your city council or state legislature and urge passage of a "foresight provision" modelled after H.R. 988 in the House of Representatives.
- Set up "futurist consciousness teams" to attend political rallies and meetings. These teams would ask speakers to explain what effect their proposed programs might have on, say, the year 1985 or 2000. By pressing for a discussion of long-range consequences, the entire political discussion is raised to a higher level. Another question that can be asked: "If we don't really know what effect your proposal will have by 1985, what procedures ought we to be following to find out?"
- Phone a radio talk show and suggest a program on the future, inviting listeners to suggest goals for the community over the next 15 or 25 year period. Such shows have already been tried out in San Diego, Dallas, Atlanta, New Orleans, and other cities. A good response can be used to get interested listeners together to form an A/D group.
- Contact the city or state planning agency and suggest citizen participation activities like Alternatives for Washington. Provide the agency with the names of individuals who will take

the initiative in organizing these activities, and sources of information on previous activities of this kind.

- Get a group of futurists to visit the nearest Community Action Agency or Community Action Program and ask: 1. What the futurists can offer in the way of methods, insights, perspectives. 2. What the futurists can learn from community experiences with public participation in planning.

- Organize speaking teams for community groups that express an interest in A/D or futurism.

- Working with your local Bicentennial planning group, arrange for an anticipatory democracy booth at local events. Use booth to distribute A/D literature, but also to get ideas and criticism about the future of your community from the public.

- Approach major companies in your area and ask them to make public in at least a general sense their plans for new investment, jobs, technologies, etc. Publicize their reactions as well as their plans. Ask to what degree comsumers, employees or public officials were consulted in drawing up the plans.

- Place ballot boxes in local supermarkets, shopping centers or movies, with ballots asking passersby to check off the three things they most dislike about the community. Pass findings to local press and relevant officials. What are they doing now to preserve the good and eradicate the bad by 1985?

- Organize an open discussion of long-term goals in a church or synagogue to define its purposes in relation to the community over a 10 to 25 year period.

- Working with doctors, the nursing association, and other community health groups, try to organize a community-wide "health plebescite," asking, through the mass media and other channels, for ordinary people to tell what they think is wrong, and what they think will be needed to improve health services by 1985. Compare their priorities with the local health budget.

- Approach parent-teacher associations, teachers' organizations, and students to run an Education 1985 or Education 2000 Conference through which parents and teachers, as well as professionals, have a chance to voice problems, hopes and fears about the future and to suggest ways of futurizing education.

Anticipatory democracy is not a single "thing" - it is a process. It can be created in a wide variety of ways. It's up to you to create your own.

DEVELOPING COMMUNITY LEADERSHIP APPENDIX C

A Product of the Citizens Information

Service of Illinois

In 1960, a pilot course to encourage and develop grass-roots leadership was undertaken by Citizens Information Service in cooperation with the Chicago Board of Education. The class was held at the request of the Near West Side Community Council of Chicago, an organization located in a poor neighborhood with a large proportion of newcomers to the city. It was a neighborhood where city services such as garbage collection and street maintenance were inadequate, where people who ran the institutions--the ministers, precinct workers, shopkeepers, teachers--did not live in the neighborhood. There were 33 participants in the first course; they came from PTA's churches, settlement houses, community councils, public housing tenant councils, civic associations, and YMCA's.

Since that first successful course, CIS has conducted over two hundred leadership classes and workshops. Due to the demands of neighborhood residents that they share in the planning and implementation of programs for their own communities and the requirements of citizen participation in federal programs, there has been an increasing need for more people to take active leadership roles. Requests for the classes have icnreased as communities have become more sophisticated about their need to have specific information and skills to affect change.

CIS has experimented with ways of developing such leadership. By trial and error over the years, certain techniques have evolved; yet, they are continually changing to reflect the times. While the increasing requests for classes indicate success, it is the graduates themselves who give the program meaning and value: many now serve in positions of leadership in their communities and beyond. The success of the classes has brought many inquiries as to how they are organized and conducted: this manual has been prepared to fill such requests.

LEADERSHIP COURSE DEVELOPMENT

Goals

Although each class must develop its own specific objectives, there are some basic goals which all CIS groups incorporate:

1. Each class learns a variety of problem-solving techniques that can be used toward resolving community issues. Government is established to be responsive to the people. It can be successful only when individuals and groups participate in the decision-making process to effect the change desired.
2. Each class is designed so that members gain a clearer understanding of the resources available in their own community.
3. The course is structured to increase the self-confidence of each participant. A successful class strikes a balance between learning organizational skills, gaining useful information, and involving the students.

4. The classes are not theoretical discussions of leadership principles nor group sensitivity sessions, but the class members take a good, hard look at the community, its problems, and what can be done about them. Basic classes focus on such topics as local politics, schools, day-care for young children, housing, health care, legal aid, drug abuse, police/community relations, and organizational skills. The specific content of each course depends on the interest of the class members. Flexibibility within the basic format is the rule rather than the exception. With the aid of a skilled group leader, it is all woven together into a profitable learning experience.

PLANNING

A request for a leadership class may come from an individual, community organization, block club, or staff member of an agency. Because a class is successful only if community persons are involved in the initial planning stages, community participants must be included in the exploratory meeting. At this meeting, the following points should be covered. However, it may take more than one meeting to cover all these points and to lay the groundwork adequately.

1. Objectives of the Class. To insure that everyone is on the same "wave length," it is wise to discuss the objectives of a leadership class and what one might expect from the class. If there is general agreement that a

class would be a good thing, the next area of discussion focuses on the topics of interest to the group. Because there are so many areas that might appeal to the participants, priorities must be set by the group. For example, one group may be interested in devoting most of its energies to learning organizational skills and another may be particularly concerned with local schools. Each class is tailored to meet the needs of its members. If the original priorities spelled out at the planning session should change, the class structure is flexible enough to adapt.

2. Recruitment Arrangements. As recruitment of class members is vital, it, too, is discussed at the first meeting. It should be emphasized that the responsibility for recruitment lies with the community representatives present at the planning session. Usually one person chosen to handle this responsibility becomes the assistant group leader. In recruitment, the person touch is most effective. Contacts can be made at many places--community meetings, school councils, block clubs, day-care centers, etc. Recruitment is far easier when the interested group already belongs to a block club or other community organization. Yet, efforts should be made to reach and recruit community residents who belong to no organized group. If each of the persons at the planning meeting can be enlisted to recruit two others, then the job is more easily accomplished. Again, this personal, one-to-one

approach is important. Some recruiters have had fine results by indicating that the class size was limited, and urging early registration.

The optimum size of the class is 20 to 25 members. Registration is open to any interested person in the community. There is no age nor citizenship requirement. Some classes tend to be primarily male or female; others may be for your or a particular ethnic group.

To assist in the recruitment process, flyers are prepared to announce a new class. Application forms are made available at this planning meeting and later are circulated with the flyers. If possible, an item publicizing the course should be printed in a neighborhood paper, in church or school bulletins, or broadcast on a local radio station.

Ideally, there should be at least twenty persons pre-registered with their applications in the office two weeks before the class begins. However, recruitment often continues until the class actually begins. If possible, a confirming letter is sent to each student, indicating the location and time of the first class meeting.

3. Registration Fee and Funding. A nominal registration fee is collected at the first class meeting. A $2.00 charge becomes an investment which lessens the likelihood of dropouts. It should not be an obstacle to someone's attending the class. The fee helps pay for materials and graduation costs.

4. Class Location and Scheduling. Classes are at times and places convenient for participants. The planning committee usually decides. The location may be a community building, a school, a church, or sometimes the home of a class member. It should be an easily accessible location near public transportation. Safety of members should be a consideration; occasionally bus pick-ups has been provided.

The length of the leadership class is generally twelve sessions. Four to six week sessions are appropriate when the group is interested in a specific topic or skill. Classes usually meet once a week for two hours. Sometimes an all-day workshop or series of workshops may be a more successful format, or can serve as an addition to the weekly class sessions.

STAFF

It should be explained at the planning meeting that a leadership class has a permanent staff of two--the group leader and an assistant leader. Some are paid; others have their expenses reimbursed. They are the key to the success of the class, and their selection should be made carefully with the needs of the group in mind.

(THE REMAINDER OF THIS MATERIAL IS AVAILABLE FROM:

Citizen's Information Service
67 East Madison
Chicago, Illinois 60603
(312) CE6-0315
Cost: $2.00

The remainder of the pamphlet details the following topics:

1. The tasks of the group leader.
2. The tasks of the assistant leader.
3. The process of training.
4. The development of class session: observers, assignments, field trips.
5. The nature of the evaluation process by CIS and the staff.
6. Graduation.
7. Expenses

The remainder of the pamphlet also discusses the nature of the practical politics course:

1. Procedures.
2. Curriculum.
3. The role of the moderator.
4. The role of resource persons.
5. Evaluation.
6. Expenses.

ADDENDUM

Some members of the Communications Committee took exception to the draft committee report on the basis that: (1) Its tone is too philosophical and should have addressed itself more directly to technological capabilities; (2) the committee should have an opportunity to analyze the requirements contained in all other committee reports before finalizing the Communications Report; (3) it does not contain sufficient concrete information to justify a $600,000 study; (4) it fails to include consideration of alternatives such as a request that members of the communications industry establish a small professional committee to make the study without cost to the state.

Other committee members felt that: (1) The committee report as part of the Alternatives for Washington program is properly a composite of socio-economic ideas and desires of people rather than technology telling people what can be accomplished. The process is perceived as a chicken-egg evolution between public aspiration and technological fulfillment and back again which applies not only to the long range Alternatives program but also the short range question of appropriate sequencing of the different cost/trade-off committee deliberations; (2) while the $600,000 study figure does seem a bit large, the normal administrative process will refine this figure as well as its supporting data before it becomes a specific legislative proposal. In any event, no other member of the com-

mittee was able to suggest a better figure. In addition it was felt that there is nothing in the report which will preclude members of the communications industry from establishing a small professional committee to provide input and thereby reduce if not eliminate the cost of the study.

APPENDIX D

Available From:

Citizens Information Service of Illinois (CIS)
67 East Madison Street, Chicago, IL 60603
CE6-0315

WHY WRITE YOUR LEGISLATOR AND HOW

1. You elect three people to represent you in Washington, and four to represent you in Springfield. Two United States Senators are elected from the State of Illinois; one U. S. Representative is elected from your Congressional District. In Springfield you have three State Representatives and one State Senator, all elected from your State District. If you do not know who your legislators are, call Citizens Information Service at CE6-0315.
2. Don't hesitate to write your legislator if you have something to say that you think should be called to his attention.
3. Every legislator is sensitive to grass-root opinion. He keeps in touch as closely as possible with voters in his district. Letters from constituents, which arrive every day at his home or in Springfield, or in Washington, are one of the best indications of what those constituents are thinking about.
4. Thoughtful, sincere letters on issues that directly affect the writer get the most attention. Such letters are often quoted in committee hearings or in debate.

YOU WANT YOUR LETTER TO BE PERSUASIVE.....HERE ARE THE FUNDAMENTAL DO's

DO address your legislater properly.

DO write legibly (handwritten letters are fine if they are readable).

DO be brief and to the point; discuss only one issue in each letter; identify a bill by the number and title if possible.

DO use your own words and your own stationery. If you are writing as the representative of a group, use the organization's stationery.

DO be sure to include your address and sign your name legibly. If your name could be either masculine or feminine, identify your sex. If you have any family, business, or political connections in regard to the issue, explain it. It may serve as identification when your point of view is considered.

DO be courteous and reasonable.

DO write when your legislator does something of which you approve. Legislators hear mostly from constituents who are against something; this gives them a one-sided picture of their constituency. A note of appreciation will make your legislator remember you favorably the next time you write.

DO write early in the session before a bill has been introduced if you have some ideas that you would like to see included in legislation. If you are "lobbying" for or against a bill and your legislator is a member of the committee to which it has been referred, write when the Committee begins hearings. If your legislator is not a member of the Committee handling the bill, write him just before the bill is to come to the floor for debate and vote. He and all his colleagues are expected to vote on every bill.

DO write the Chairman of members of a Committee holding hearings on legislation in which you are interested if you want to. However, remember that you have more influence with legislators from your own district than with any others.

DO write the Governor of the President after the bill is passed by both houses, if you want to influence his decision to sign the bill or not.

THERE ARE A NUMBER OF THINGS YOU SHOULD NOT DO IN WRITING YOUR LEGISLATOR

DON'T write on a postcard.

DON'T sign and send a form letter.

DON'T begin your letter on a righteous note of "As a Taxpayer," he knows we all pay taxes.

DON'T apologize for writing and taking his time. If your letter is a short one, and expresses your opinion, he is glad to give you a hearing.

DON'T be rude or threatening. It will get you nowhere.

DON'T be vague. Some letters are written in such general terms that they leave the legislator wondering what the writer had in mind.

DON'T send a carbon copy to your other legislator when you have addressed the letter to one. Write each one individually.

DON'T write to the members of the House while a bill is still being considered in the Senate and vice versa. The bill may be quite changed before it leaves one chamber.

DON'T just because you disagree politically with your U.S. Congressman, ignore him and write to one from another District.

Congressional courtesy calls for the delivery by the recipient of such a letter to the Congressman from your District.

SOME OTHER SOURCES OF INFORMATION

WHO REPRESENTS ME? Published by Citizens Information Service. 1975 edition. Lists the representatives at all levels of government (for Chicago only). Ward, Illinois House, and Congressional maps included. $.75 each.

WHO REPRESENTS ME IN COOK COUNTY? (Outside the city of Chicago) 1975 edition. Lists the representatives at all levels of government. Illinois House, and Congressional maps included. $75 each.

GOVERNMENT INFORMATION SERVICE: consists of the Legislative Report, a Governmental review report, and Alert Bulletins. Subscription costs are $15.00 per year, and is available from the COUNCIL FOR COMMUNITY SERVICES, 64 E. Jackson Blvd., Chicago 60604.

WHEN YOU WRITE TO WASHINGTON - List of Congressmen, congressional committees. 1975 edition. Available from Citizens Information Service.

GUIDE TO THE ILLINOIS LEGISLATURE - List of Senators and Representatives in Illinois, House and Senate committees. 1975 edition. Available from Citizens Information Service.

HOW TO LOOK UP VOTING RECORDS

U.S. CONGRESS - HOUSE AND SENATE

Most libraries have one or all of the following sources: (In the Chicago Public Library at Michigan Avenue and Randolph Street, all three sources may be seen in the Social Studies Department on the 4th floor.)

1. Congressional Quarterly Weekly Report. The best source. Published each week and bound at the end of the year. Easy to use, condensed, and carries a good cross index.
2. Congressional Index, published by the Commerce Clearing House. See "How to Use this Reporter" section at the front of the volume. Includes Indexes by subject, author, and headline legislation. Contains all roll call votes in "Voting Records" division.
3. The Congressional Record. A daily verbatim report of the House and Senate. Contains voting records, but care must be taken to be certain which is the decisive vote.

There are two sources in Washington, D.C. which compile information from various data banks set up at Princeton, Dartmouth, Berkeley, etc. They are:

Bipartisan Congressional Clearing House
Post Office Box 8278
Washington, D.C. 20024
Phone: 202-638-2500

Continuing Presence in Washington
815 17th Avenue, N.W. Suite 505
Washington, D.C. 20006
Phone: 202-347-3555

ILLINOIS GENERAL ASSEMBLY - HOUSE AND SENATE

Many libraries have the references necessary to look up records of state senators and representatives. They are:

1. The Legislative Synopsis and Digest - gives a brief description of all bills and their status; does not give vote record. Bills indexed by both subject matter and sponsor. Issued weekly. By subscription to the Legislative Reference Bureau, George A. Nichols, Executive Secretary, Springfield, Illinois 62707.
2. The Journal of the House and Senate - record of proceedings and debate; gives roll call votes, including votes in committee.

   Journals issued weekly; by subscription, $50.00 per year.

HOW TO FIND OUT ABOUT CURRENT LEGISLATION IN THE U.S. CONGRESS

OFFICIAL SOURCES

CONGRESSIONAL QUARTERLY Weekly Report and Quarterly Index. These are available at the Citizens Information Service Library, 67 East Madison, Chicago, and at most public libraries.

CONGRESSIONAL RECORD - a daily report of debate and action in the House of Representatives and the Senate. Proceedings of the House and Senate may be issued in a single volume or separate volumes; each set is numbered separately (H. for House, S. for Senate). A Daily

Digest at the end of each issue provides an index to that issue. The CONGRESSIONAL RECORD is available at the Citizens Information Service Library and at most public libraries.

FEDERAL REGISTER. Guidelines and rules for the administration of federal programs as well as meetings and hearings of federal agencies are listed. The REGISTER is available at the Citizens Information Service Library and at most public libraries.

OTHER SOURCES

U.S Senators and Congressmen have staff people to answer inquiries and to obtain material for you.

Chicago office of Senator Charles H. Percy (R)
353-4952

Chicago office of Senator Adlai E. Stevenson (D)
353-5420

Illinois office of your Congressman - see the telephone directory or call the Federal Building 353-4242. If you do not know the name of your Congressman or your Congressional District, call CIS at CE6-0315, or look it up in the publication, "Who Represents Me?" (75¢, or in the "Legislative Directory" of the League of Women Voters of Illinois (60¢), both available at CIS.

Some citizen organizations interested in specific topics publish legislative newsletters available to the public.

HOW TO LOOK UP VOTING RECORDS, A CIS publication (A-19, 15¢)

TO IDENTIFY A BILL

Bills are identified by number and letter (H for a bill introduced in the House; S for a bill introduced in the Senate). They are also identified by title and by the name of the sponsor. If you are alerted to a bill by a

news account, it may be helpful to note the date it was introduced. Bills are indexed in the CONGRESSIONAL QUARTERLY by sponsor and subject matter.

TO OBTAIN A COPY OF A BILL

Ask your Congressman or Senator to send it to you. It will be helpful to ask for a specific bill by letter and number (see above).

TO OBTAIN A COPY OF HEARINGS ON A BILL OR ON A PARTICULAR SUBJECT

Ask your Congressman or Senator. Testimony presented at hearings is printed some time after they are over.

HOW TO FIND OUT ABOUT CURRENT LEGISLATION IN THE U.S. CONGRESS

TO FIND OUT ABOUT AMENDMENTS TO A BILL:

These are recorded in full in the CONGRESSIONAL RECORD and indexed in the Daily Digest at the end of the CONGRESSIONAL RECORD, by the number of the amendment and name of the sponsor. You will need the text of the bill to understand the amendment, since deletions are described only by line and page of the original bill.

TO FIND OUT TO WHAT COMMITTEE THE BILL HAS BEEN ASSIGNED:

See the CONGRESSIONAL RECORD for the day on which the bill was introduced.

TO FIND OUT THE MEMBERSHIP OF THE COMMITTEE TO WHICH THE BILL HAS BEEN ASSIGNED:

The CONGRESSIONAL QUARTERLY, Supplement to Vol. XXXIII, No. 20, for May 17, 1975, lists committees and subcommittees of the 49th Congress. The League of Women

Voters Education Fund publishes "When You Write to Washington," which lists Congressional committees (40¢) Available from CIS.

TO FIND OUT WHEN HEARINGS WILL BE HELD:

Ask the sponsor of the bill, the committee or subcommittee chairman, or your Congressman or Senator. The Daily Digest of the CONGRESSIONAL RECORD lists committee meetings scheduled for the following day.

TO TESTIFY AT A HEARING:

Ask the sponsor of the bill or your Congressman or Senator.

TO FIND OUT WHAT ACTION A COMMITTEE HAS TAKEN ON A BILL:

See the Daily Digest at the end of the CONGRESSIONAL RECORD. Committee action on major bills is reported in the CONGRESSIONAL QUARTERLY.

FOR GENERAL DISCUSSIONS OF ISSUES AND PROPOSED LEGISLATION:

See the Congressional Quarterly.

FOR LISTS OF BILLS ENACTED:

See Congressional Quarterly (not in every issue).

TO FIND OUT ABOUT PROPOSED AND FINAL GUIDELINES FOR FEDERAL PROGRAMS:

See the Federal Register. This also lists meetings and hearings of federal agencies.